

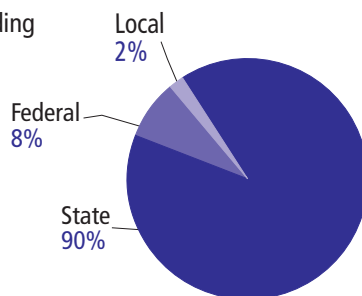
Districts and schools

	1993-94	2003-04
Number of districts (CCD)	1	1
Number of public schools (CCD)		
Elementary	168	183
Middle	28	36
High	33	42
Combined	10	22
Other	2	1
Total	241	284
Number of charter schools (CCD)		
		26

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$783,978	\$888,473
Noninstructional	76,628	78,689
Support	411,229	521,929
Total	1,271,835	1,489,091
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$7,050	\$8,100

Sources of funding (CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$36,094,503

KEY:	
*	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too small to calculate
FTE	= Full Time Equivalent

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	552	1,175
K-8	131,048	128,839
9-12	48,728	53,519
Total (K-12)	179,776	182,358

Race/ethnicity (CCD)

American Indian/Alaskan Native	*	1%
Asian/Pacific Islander	68%	72
Black, non-Hispanic	3	2
Hispanic	5	4
White, non-Hispanic	24	20

Students with disabilities (OSEP) 7% 10%

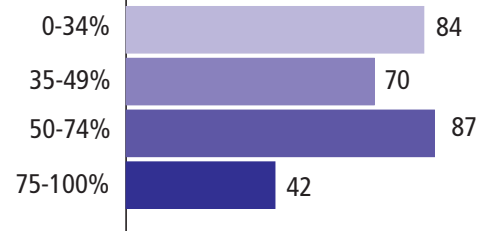
Students with limited English proficiency (NCELA) 6% 7%

Migrant students (OME) - 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
18% 17%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 78,101

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]1 school did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	5,632	5,672
Middle	1,322	1,873
High	2,829	3,251
Combined	354	248
Other	6	3
Total	10,143	11,047

Number of FTE non-teacher staff (CCD)

Instructional aides	2,203	2,640
Instructional coordinators	226	511
Administrators	609	692
Other	5,143	6,141
Total	8,181	9,984

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS) 1994 2000

English	81%	81%
Mathematics	69	76
Science	74	87
Social studies	86	62

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	6%
Avg. freshman graduation rate (NCES)	76%	68
College-going rate (IPEDS/NCES)	62	60

NAEP state results (NCES)

	1994	2005
Reading, Grade 4		
Proficient level or above	19%	23%
Basic level or above	46	52
Math, Grade 8		
Proficient level or above	16%	18%
Basic level or above	51	55

Statewide Accountability Information

See Appendix B for Hawaii's definitions of proficient for Reading and mathematics for grades 3, 8, and high school.

See <http://arch.k12.hi.us/pdf/nclb/2004/NCLB999.pdf> for more details on the statewide accountability system.

State assessment for NCLB accountability: HCPS II State Assessment

State student achievement levels: Well Below Proficiency Assessment, Approaches Proficiency Assessment, Meets Proficiency, Exceeds Proficiency

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 3	Reading	30%	30%
	Mathematics	10	10
Grade 8	Reading	30	30
	Mathematics	10	10
High school	Reading	30	30
	Mathematics	10	10

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	98 (48%)	147 (53%)	0
Identified for improvement:			
Year 1	49 (24%)	75 (27%)	0
Year 2	3 (1%)	3 (1%)	0
Corrective action	6 (3%)	6 (2%)	0
Restructuring	54 (26%)	54 (19%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	20 (10%)	20 (7%)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Grade-level retention rate	3% or less	Met
Middle school indicator: Grade-level retention rate	6% or less	Met
High school indicator: Graduation rate	70%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	157	*
Supplemental educational services:	2,447	8%

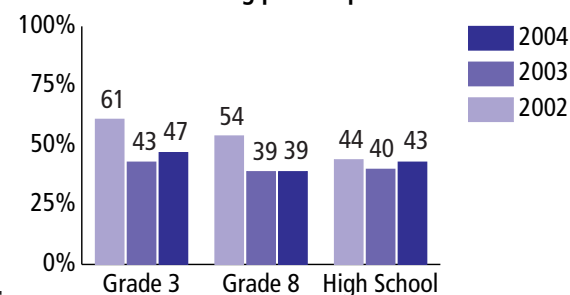
Student Achievement 2003-04

Hawaii Content and Performance Standards II State Assessment, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	47%	39%	43%
Economically disadvantaged students	35	26	28
Migrant students	24	25	11
Students with disabilities	10	6	5
Students with limited English proficiency	18	8	10
Black, non-Hispanic	46	42	41
Hispanic students	43	33	32
White, non-Hispanic	60	50	58

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	27%	20%	21%
Economically disadvantaged students	18	11	10
Migrant students	17	9	2
Students with disabilities	6	2	1
Students with limited English proficiency	9	7	7
Black, non-Hispanic	19	17	13
Hispanic students	16	13	12
White, non-Hispanic	36	28	29

Student achievement trend: Mathematics percent proficient level or above

